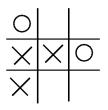
[](http://www.willamette.edu/~gorr/classes/cs449/figs/ttt.gif)Think-Tac-Toe

One of the easiest ways to organize student choice activities and assessments is to use the Think-Tac-Toe format. Think-Tac-Toe is an alternative assessment/activity and can be used with all grades and will all subject areas. It is easy because both you and your students already know how the choices work.  Students simply choose three activities going across, going down or going diagonally.  This gives students choices and gives teachers some control of the activities that the students choose. In this format you can be sure that any set of choices will include a variety of types of activities. You can also make sure that no matter which configuration students choose they will be completing activities that address the standards.

Think-Tac-Toes encourage and teach independent learning. The idea is for students to work in groups or individually to choose three projects to show understanding. The top line activities should be simple, the middle line boxes should be a bit more difficult and the bottom line projects would take several days to complete. Students can select any of the three columns; they could choose either vertical, horizontal or diagonal columns, which would include one project from each level. These activities can be categorized in various ways; Bloom's Taxonomy, subject area or Multiple Intelligence.

# Suggestions when using Think-Tac-Toes:

· record the numbers of choices each student makes on a student activity chart

· When giving these assessment/activities to students a teacher can duplicate the rubric on the other side of the paper with the grid.  This way, students will have both the activities and rubric on their handout

# Sample Think-Tac-Toes:

# Book Report

|  |  |  |
| --- | --- | --- |
| **1.**  **Draw a picture of the main character** | **2.**  **Perform a play that shows the conclusion of a story** | **3.**  **Write a song about one of the main events** |
| **4.**  **Write a poem about two main events in the story** | **5.**  **Make a poster that shows the order of events in the story** | **6.**  **Dress up as your favorite character and perform a speech telling who you are** |
| **7.**  **Create a Venn diagram comparing and contrasting the introduction to the closing** | **8.**  **Write two paragraphs about the main character** | **9.**  **Write two paragraphs about the setting** |

# Middle Level Novel Study

|  |  |  |
| --- | --- | --- |
| **1.**  **Write a 4-6 sentence paragraph describing the plot of the story.** | **2.**  **Create a Venn Diagram to show at least eight ways that two characters think and act differently.** | **3.**  **After you have read half of the story, write a list of five things that you think will happen in the last part of the story.** |
| **4.**  **Draw a map of where the story takes place. Label at least five places that are important to the story.** | **5.**  **Create a project idea of your own. Check with your teacher before starting.** | **6.**  **Write an acrostic poem using the name of the character from the story. Write a descriptive phrase for each letter in the character’s name.** |
| **7.**  **Write a diary entry from one day in the life of one of the characters. What does he or she think of what is happening?** | **8.**  **Do you think the title of the book is a good one? Do you think a different title would be better? Write a 4-6 sentence paragraph explaining what you think about the title.** | **9.**  **Write and act out a 60 second commercial advertising the book.** |

**Think-Tac-Toe**

|  |  |  |
| --- | --- | --- |
| **1.** | **2.** | **3.** |
| **4.** | **5.** | **6.** |
| **7.** | **8.** | **9.** |

**Reading/Writing-Tac-Toe**

|  |  |  |
| --- | --- | --- |
| **1. Imagine**  **(Synthesis)**  **You are the main character. How would you do things differently?** | **2. Compare**  **(Comprehension)**  **Compare this story with another one with the same theme.** | **3. Change**  **(Synthesis)**  **You are the author. Change the setting and sequence of events.** |
| **4. Locate**  **(Knowledge)**  **Find the page where the author writes about the plot’s turning point.** | **5. Create**  **(Synthesis)**  **Come up with a way to share what you have read. Get your idea approved by the teacher.** | **6. Describe**  **(Comprehension)**  **You are the media specialist. Describe the plot and theme to a potential reader.** |
| **7. Respond**  **(Comprehension)**  **Respond to the author by writing him or her a friendly letter.** | **8. Build**  **(Application)**  **Build a diorama to show the setting and characters.** | **9. Critique**  **(Evaluation)**  **What is your viewpoint of the story?** |

I have chosen to complete activities # \_\_\_\_\_\_, # \_\_\_\_\_\_, and # \_\_\_\_\_\_.

#5 Create: I will complete the following activity because I chose #5:

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_